



SEQ LEVEL 3

Education
and Training

SUMMARY

(QAN): 603/6680/1

Welcome to the SEQ Level 3 Education and Training Summary

About Swim England Qualifications

We develop the country's leading qualifications for the swimming industry.

As the awarding organisation for the national governing body for swimming in England, we aim to ensure our qualifications are high quality and reflect the latest industry developments.

Our qualifications are designed to:

- create a professional, high quality and diverse workforce
- provide a high ratio of practical experience alongside essential theory and knowledge
- equip learners with real world know-how and skills for the next stage in their career development
- meet industry recognised standards and the needs of employers.

The full list of qualifications awarded by Swim England Qualifications can be found on the Ofqual Register of Regulated Qualifications: register.ofqual.gov.uk, or via Qualification Wales: www.qiw.wales

Equal Opportunities

Swim England Qualifications fully supports the principles of equal opportunities and is committed to satisfying these in all activities and published materials. A copy of our Equality and Diversity Policy is available on our website swimenglandqualifications.com.



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01 Introduction to the qualification

1.1 About this qualification

Qualification title:	SEQ Level 3 Education and Training
Qualification number:	603/6680/1
Qualification level:	3
Registration Period:	24 months from the first day of the course
Total Qualification Time (TQT):	120 hours
Guided Learning (GL):	48 hours

GL is the amount of time an individual spends being taught or instructed by a Swim England licensed Educator.

TQT is comprised of the following two elements:

1. the number of hours which we have assigned to a qualification for guided learning,
2. an estimate of the number of hours an individual will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment.

1.2 Who the qualification is for

This qualification is for individuals that are:

- considering a career in education and training
- already have a role within education and training but who do not already hold an equivalent/higher teaching qualification
- already working as an assessor who wish to achieve a qualification that provides an introduction to teaching
- already working as a teacher who wish to achieve a qualification that provides an introduction to assessment.

1.3 Objective of the qualification

The objectives of the qualification includes:

- preparing individuals with the knowledge to be able to understand the roles, responsibilities and relationships in education and training
- providing individuals with the knowledge to be able to deliver education and training to individuals and/or groups in an environment/subject, in which the individual is technically competent
- providing the individuals with the knowledge to be able to understand and support the process of assessment.

1.4 What the qualification covers

The qualification has been developed with key educational stakeholders.

The qualification covers a wide range of activities associated with delivering education and training. It develops the individual's knowledge, skills and understanding, enabling them to deliver education and training to individuals and groups within their technical competency.

1.5 Structure of qualification

The SEQ Level 3 Education and Training qualification consists of the following learning outcomes and assessment criteria.

SEQ Level 3 Education and Training	
Learning outcomes	Assessment criteria
1. Understand the teaching role and responsibilities in education and training.	<ul style="list-style-type: none"> • Explain the teaching role and responsibilities in education and training. • Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities. • Explain ways to promote equality and value diversity. • Explain why it is important to identify and meet individual participant needs.
2. Understand ways to maintain a safe and supportive learning environment.	<ul style="list-style-type: none"> • Explain ways to maintain a safe and supportive learning environment. • Explain why it is important to promote appropriate behaviour and respect for others.
3. Understand the relationships between teachers and other professionals in education and training.	<ul style="list-style-type: none"> • Explain how the teaching role involves working with other professionals. • Explain the boundaries between the teaching role and other professional roles. • Describe points of referral to meet the individual needs of participants.
4. Understand inclusive teaching and learning approaches in education and training.	<ul style="list-style-type: none"> • Describe features of inclusive teaching and learning. • Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual participant needs. • Explain why it is important to provide opportunities for participants to develop their English, mathematics, ICT and wider skills.
5. Understand ways to create an inclusive teaching and learning environment.	<ul style="list-style-type: none"> • Explain why it is important to create an inclusive teaching and learning environment. • Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual participant needs. • Explain ways to engage and motivate participants. • Summarise ways to establish ground rules with participants.
6. Be able to plan inclusive teaching and learning.	<ul style="list-style-type: none"> • Devise an inclusive teaching and learning plan. • Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual participant needs.
7. Be able to deliver inclusive teaching and learning.	<ul style="list-style-type: none"> • Use teaching and learning approaches, resources and assessment methods to meet individual participant needs. • Communicate with participants in ways that meet their individual needs. • Provide constructive feedback to participants to meet their individual needs.

8. Be able to evaluate the delivery of inclusive teaching and learning.	<ul style="list-style-type: none"> Review the effectiveness of own delivery of inclusive teaching and learning. Identify areas for improvement in own delivery of inclusive teaching and learning.
9. Understand the principles and requirements of assessment.	<ul style="list-style-type: none"> Explain the functions of assessment in learning and development. Define the key concepts and principles of assessment. Explain the responsibilities of the assessor. Identify the regulations and requirements relevant to assessment in own area of practice.
10. Understand different types of assessment method.	<ul style="list-style-type: none"> Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual participants.
11. Understand how to plan assessment.	<ul style="list-style-type: none"> Summarise key factors to consider when planning assessment. Evaluate the benefits of using a holistic approach to assessment. Explain how to plan a holistic approach to assessment. Summarise the types of risks that may be involved in assessment in own area of responsibility. Explain how to minimise risks through the planning process.
12. Understand how to involve participants and others in assessment.	<ul style="list-style-type: none"> Explain why it is important to involve the participant and others in the assessment process. Summarise types of information that should be made available to participants and others involved in the assessment process. Explain how peer-assessment and self-assessment can be used effectively to promote participant involvement and personal responsibility in the assessment of learning. Explain how assessment arrangements can be adapted to meet the needs of individual participants.
13. Understand how to make assessment decisions.	<ul style="list-style-type: none"> Explain how to judge whether evidence is sufficient, authentic and current. Explain how to ensure that assessment decisions are made against specified criteria, valid, reliable and fair.
14. Understand quality assurance of the assessment process.	<ul style="list-style-type: none"> Evaluate the importance of quality assurance in the assessment process. Summarise quality assurance and standardisation procedures in own area of practice. Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.
15. Understand how to manage information relating to assessment.	<ul style="list-style-type: none"> Explain the importance of following procedures for the management of information relating to assessment. Explain how feedback and questioning contribute to the assessment process.
16. Understand the legal and good practice requirements in relation to assessment.	<ul style="list-style-type: none"> Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare. Explain the contribution that technology can make to the assessment process. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment. Explain the value of reflective practice and continuing professional development in the assessment process.

1.6 Learner entry requirements

- Learners must be 19 years of age or older on the first day of the course.
- Learners should undertake an initial assessment of skills in English, mathematics and ICT. Development needs and action plans to address these development needs should be recorded and addressed.

1.7 What the qualification could lead to

The qualification may also enable individuals to progress to other teaching, mentoring and assessment based qualifications or higher qualifications within the education and training sector.

It may also enable individuals to seek employment within the sport and active leisure sector or a related industry.

02 Assessment

2.1 Assessment summary

The purpose of assessment is to ensure that effective learning has taken place and to enable individuals the opportunity to demonstrate the achievement of the learning outcomes and assessment criteria.

2.2 Assessment process

The Approved Training Centre undertakes the assessment. This is referred to as internal assessment.

All evidence produced by the individual must be their own, in English and all learning outcomes and assessment requirements must be achieved.

2.3 Grading

This qualification is not graded, learners will either pass or fail.

03 Contact points

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